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ABSTRACT

This publication consists of six units for middle and high school grades that incorporate school-to-work (STW). The six units were developed by six practicing teachers. The first unit, "Wellness: An Integrated Unit with STW Emphasis for Seventh Grade" (Sara Hellenbrand), provides STW objectives and a list of activities. The second unit, "'Connections for Life's Work': Team Sports Unit" (Gary Ripley), has the following 10 components: web sheet; rationale; educational goals; unit goals; instructional objectives; instructional materials; student learning activities; assessment; evaluation; and a list of resources. The third unit, "Advertising Unit: Eighth Grade" (Dawn Maurer), contains lists of Secretary's Commission on Achieving Necessary Skills (SCANS) objectives and goals; learning activities; a culminating activity; step-by-step instructions for presenting the unit; and resources, including information sheets and forms. The fourth unit, "Climates of the United States: Integrated Science Curriculum, STW" (Beth Peterson), discusses the following components: unifying instructional objectives; concept map; outlines of suggested activities and a culminating activity, each of which consists of instructional and behavioral objectives and procedures; and a resource list. The fifth unit, "Integrated/STW Unit: Oregon Trail Simulation" (Erich Utrie), consists of a list of materials needed and a unit outline, including unifying objectives or questions, activities, culminating activity, materials for a simulation, and evaluation. The last unit, "Teaching Unit for a Required Speech Class: The Job Interview" (Shirley Zimmer), has the following five components: rationale; objectives; activities; culminating activity; and assessment. (YLB)

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ED 438 400

Integrated and Applied Curriculum:

Six School-to-Work Units

Completed for:
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U.S. DEPARTMENT OF EDUCATION
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Introduction

We are six practicing teachers representing middle and high school grades.

Recently we reviewed the School-to-Work literature. It's an exciting collection. However, we found only limited information on school-to-work units and lesson plans. So we set out on our own to incorporate school-to-work in units we teach. We hope you will find our work useful.

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WELLNESS

An Integrated Unit With School-to-Work Emphasis
For Seventh Grade

By: Sara Hellenbrand

Applied and Integrated Curriculum
Summer 1997

Dr. Tom LoGuidice

SCHOOL-TO-WORK OBJECTIVES

1. Students will use time and resources effectively.

2. Students will develop interpersonal skills by communicating and working in cooperative groups towards a common goal.

3. Students will acquire and evaluate data and use computers to process the information.

4. Students will understand systems and be able to design and improve upon them.

5. Students will apply technology to specific tasks.

6. Students will develop basic skills in reading, writing, mathematics, speaking, and listening.

7. Students will develop thinking skills such as the ability to reason, think creatively, make decisions, and solve problems.

8. Students will develop personal qualities such as responsibility, self-esteem, self-management, sociability, and integrity.

ROMANCE ACTIVITY

Conduct the following activities to allow students to:

* Assess prior knowledge regarding wellness by completing and discussing a written pretest.

* Assess prior physical fitness level using fitness stations.

* Self reflect life style issues such as diet, exercise, and drug use through journal writing.

INSTRUCTIONAL ACTIVITIES

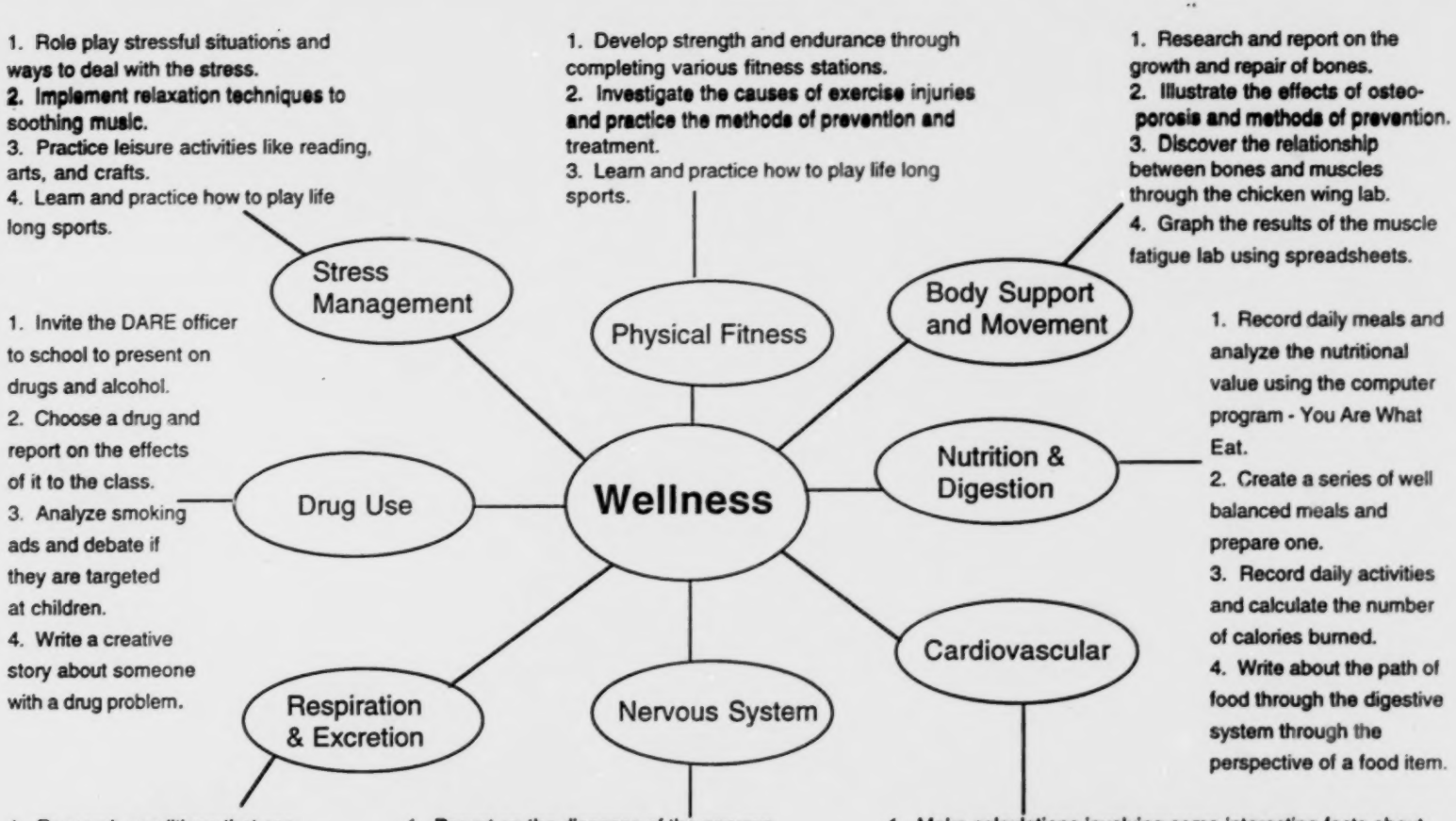
See attached webbing diagram.

CULMINATING ACTIVITY

Develop a Wellness Day to incorporate the following:

* prose, poetry, and music
* student vs. staff volleyball
* healthy snacks and lunch
* arts and crafts
* basketball tournament
* track meet
* leisure activities such as bowling, swimming, tennis, roller blading, biking, soccer, etc.
* guest speakers

Students can sign up for activities of their choice and others can be for everyone. End with the student vs. staff volleyball game. The kids really enjoy this!


Wellness
Stress Management
1. Role play stressful situations and ways to deal with the stress.
2. Implement relaxation techniques to soothing music.
3. Practice leisure activities like reading, arts, and crafts.
4. Learn and practice how to play life long sports.
Physical Fitness
1. Develop strength and endurance through completing various fitness stations.
2. Investigate the causes of exercise injuries and practice the methods of prevention and treatment.
3. Learn and practice how to play life long sports.
Body Support and Movement
1. Research and report on the growth and repair of bones.
2. Illustrate the effects of osteoporosis and methods of prevention.
3. Discover the relationship between bones and muscles through the chicken wing lab.
4. Graph the results of the muscle fatigue lab using spreadsheets.
Drug Use
1. Invite the DARE officer to school to present on drugs and alcohol.
2. Choose a drug and report on the effects of it to the class.
3. Analyze smoking ads and debate if they are targeted at children.
4. Write a creative story about someone with a drug problem.
Nutrition & Digestion
1. Record daily meals and analyze the nutritional value using the computer program - You Are What Eat.
2. Create a series of well balanced meals and prepare one.
3. Record daily activities and calculate the number of calories burned.
4. Write about the path of food through the digestive system through the perspective of a food item.
Respiration & Excretion
1. Research conditions that can affect breathing (smoking, air pollution, lung diseases) and develop multi-media presentations using Hyperstudio to represent them.
2. Write a report about the prevention of skin cancer and about safe exposure to the sun.
Nervous System
1. Report on the diseases of the nervous system that can affect health.
2. Conduct simulations on visual and hearing impairments and discuss healthy habits regarding the senses.
3. Determine the relationship between stimuli and responses by using the reaction time lab.
Cardiovascular
1. Make calculations involving some interesting facts about the heart and the rate at which it pumps blood.
2. Investigate the relationship between pulse and respiration rates by comparing them when at rest and during activity.
3. Read the graph and determine if heart attacks are related to the time of day.
4. Determine the risk of a heart attack or stroke and methods of prevention.

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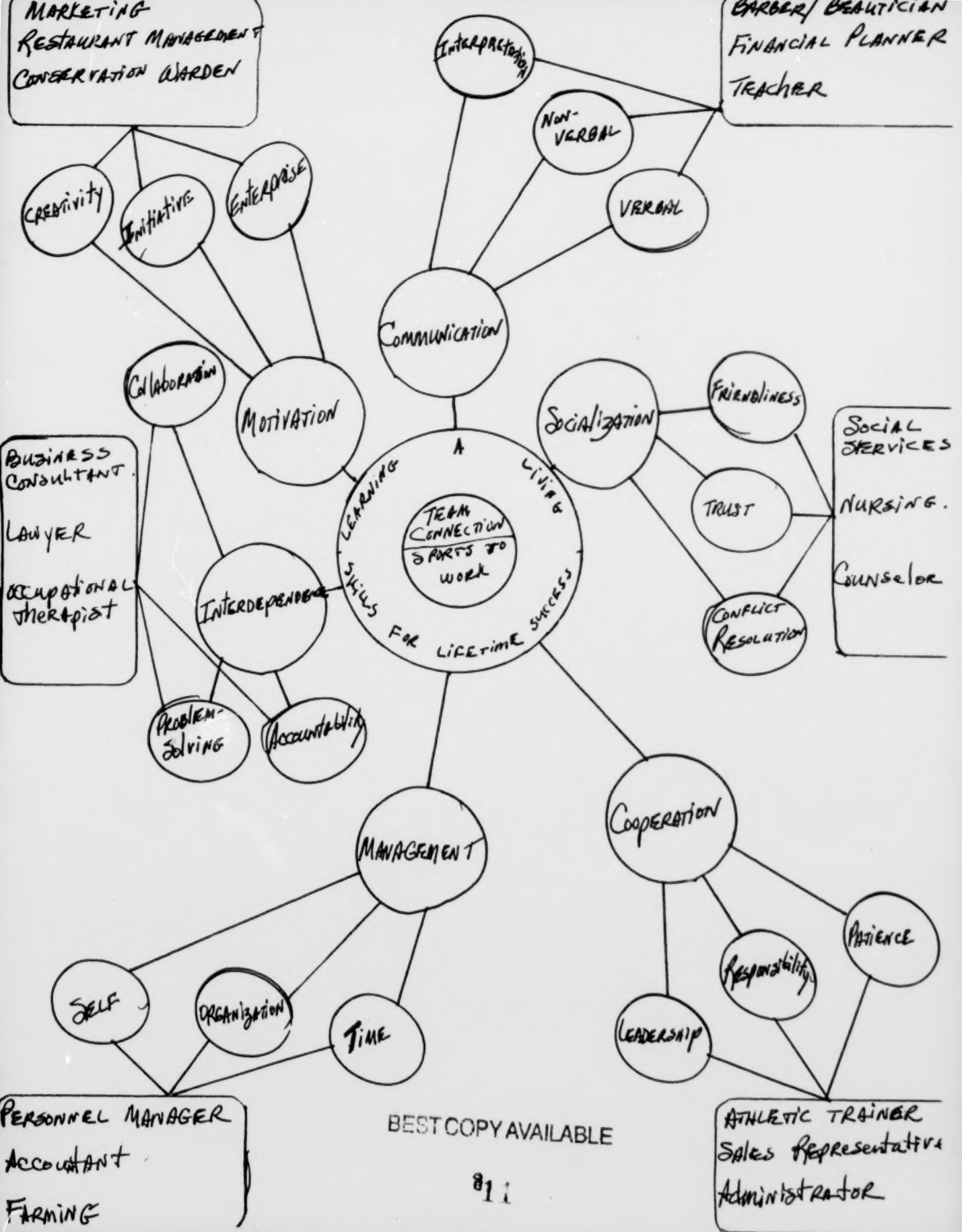
"CONNECTIONS FOR LIFE'S WORK"

TEAM SPORTS UNIT

Gary Ripley

UNIT OVERVIEW

1. Web Sheet
2. Rationale
3. Education Goals
4. Unit Goals
5. Instructional Objectives
6. Instructional Materials
7. Student Learning Activities
8. Assessment
9. Evaluation
10. Resources



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RATIONALE

A reorganization of curriculum must be made if it is to help young adolescents form an appropriate concept of "life's work", one that can evolve and change throughout their lives to guide them as they make important decisions about schooling, employment, career interestes, andn civic and family involvement.

EDUCATIONAL GOALS

1. Preparation for continued self-development (learning how to learn and acquiring lifelong learning skills).
2. Preparation for employment (acquiring professional or vocational work attitudes and skills).
3. Preparation for citizenshipo (learning aboaut the cultural heritage and the political, economic, and social systems in which we must learn,, work, and live).

UNIT GOALS

The clarification and development of interrelated concepts and sub-concepts crucial to student success.

Relate these concepts and sub-concepts to lifetime occupations.

INSTRUCATIONAL OBJECTIVES

The student will explore, identify, analyze, and reflect on the following concepts and sub-concepts:

Socialization Concept:

Sub-concepts: Friendliness, trust, conflict resolution

Cooperation Concept:

Sub-concepts: Leadership, responsibility, patience

Management Concept:

Sub-concepts: Time management, organization, self-management

Interdependence Concept:

Sub-concepts: Accountability, problem-solving, collaboration

Motivation Concept:

Sub-concepts: Initiative, creativity, enterprise

Communication Concept:

Sub-concepts: Verbal, non-verbal, interpretation

INSTRUCTIONAL MATERIALS

Cooperative Lesson Elements

1. Positive interdependence
2. Face-to-face promotive interaction
3. Individual accountability
4. Social skills
5. Group processing effectiveness

Cooperative Lesson Plans

INVOLVING	COOPERATING
NON STANDARDIZED	UNDERSTANDING
TEAMING	REFLECTIVE
EXPLORING	REAL LIFE
GROWTH	INCLUSIVE
RESPONSIVE	COLLABORATIVE
AUTHENTIC	UP-TO-DATE
TRANSFER OF INFO	LEARNER FOCUSED
ENGAGED LEARNERS	ULTIMATE
DEMOCRATIC	MOTIVATING

STUDENT LEARNING ACTIVITIES

Cooperative Learning Groups

Romance Activity

Explanation of rationale, goals, and objectives.

Identify major concepts crucial to team sports success.

Explore, identify, analyze, and reflect on the concepts and sub-concepts and make connections to occupations.

1. Socialization
2. Cooperation
3. Management
4. Interdependence
5. Motivation
6. Communication

Culminating Activity

Discussion and reflection on education goals and needs for lifetime skills connections.

SAMPLE PLAN – TRANSFER / LINK SKILLS – INTERDEPENDENCE

Structure: COOPERATIVE LEARNING

Task Analysis	Information	Examples	Activities
EXPLORE, IDENTIFY, ANALYZE, AND REFLECT ON A SKILL/CONCEPT THAT ENHANCES SUCCESS IN TEAM SPORTS. CORRELATE SIMILAR SKILLS/CONCEPTS TO LIFETIME WORK SKILLS. TRANSFER	* EXCLUDE PHYSICAL TALENT OR SIZE OF BODY. * FOCUS ON CONCEPTUAL IDEAS	Comments from team players: 1. "It's not my fault we lost, my man only scored 5 points." 2. "EVERY one is only out for themselves!" 3. "IF I do my job, and help my teammates, we can do it." 4. "I need to talk to my coach and my teammates about how to stop that pick-and-roll". Relate:	Small groups – Brainstorm what concept(s) are at work here. IDENTIFY words + skills Report back to group what sub-concepts apply. i.e. 1. Accountability 2. Collaboration 3. Problem-Solving * TEACHER will write on board Guided discussion by teacher. 1. Brainstorm some occupations where these concepts/skills are necessary. ↓ 1. Business consultant 2. Occupational therapist

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ASSESSMENT

1. Cooperative observation sheet
2. Partner Interaction Reflection

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Observation Sheet

	Group Members			
Contributes Ideas Socially				
Encourages Others				
Praises Good Ideas/Work				
Summarizes				
Pushes Deeper				

Other Helpful Behaviors Noticed:

Name _____

Partner Interaction Reflection

1. What was the interaction and who initiated it?

2. What was my role?

3. What was accomplished?

4. Who benefitted from the interaction?

5. What are your suggestions?

6. Do you think this interaction is worth repeating in the future? Why or why not?

NAME:

EVALUATE THE CONNECTION UNIT

You have reached the end of this unit. Let's think for a moment about what you've learned along the way.

After you have answered the following questions, you will have time to share your opinions about the unit with your classmates.

1. What was the most important concept you learned?
2. What was your favorite part of the unit?
3. What was your least favorite part of the unit?
4. Give your opinions about how this unit can be improved.

RESOURCES

A Guide to Middle School Curriculum Planning in Exploring Life's Work. Wisconsin Department of Public Instruction.

Learning A Living: A Blueprint For High Performance. A Scans Report for America 2000.

Cooperative Learning Fastback 299.

ADVERTISING UNIT
8TH GRADE

DAWN MAURER

SCANS Objectives and Goals- Advertising Unit for 8th grade

WORKPLACE COMPETENCIES

RESOURCES:

-Students will allocate time within the group to accomplish all group tasks

INTRAPERSONAL SKILLS:

-Students will work in a cooperative group setting to reach all group and individual goals
-Students will negotiate with each other to get ideas passed within the group
-Students will work together to create a campaign that will appeal to a large target audience

INFORMATION:

-Students will need to evaluate product data information to decide how to best market the product (target audience, product design, type of campaign)
-Students will maintain and balance daily a company income form
-Students will use knowledge of the skills of the other members in their group to most effectively assign "jobs" within the group
-Students will learn to evaluate commercials to see how they appeal to the consumers
-Students will learn to evaluate advertising campaigns for honesty and integrity

SYSTEMS:

-Students must set up their own advertising agency and assign roles within the group to fit the abilities and talents of each group member

TECHNOLOGY:

-Students can use computers, video cameras, or other types of technology to assist them in planning their campaign

FOUNDATION SKILLS

BASIC SKILLS:

-Students will write copy for billboards, magazine advertisements, radio commercials, and television commercials
-Students will use descriptive language in their advertising campaign, especially in their radio commercial
-Students will develop listening skills and negotiating skills while working in the group setting
-Students will use basic mathematics skills while balancing their daily agency income form
-Students will use public speaking skills while giving their final presentation on their campaign

THINKING SKILLS:

-Students will learn about different types of advertising techniques and how they appeal to consumers
-Students will create in their groups advertising campaigns for a given product
-Students will make decisions on the type of advertising technique they will use in their campaign and who their target audience will be
-Students will use their problem solving skills to solve any problems that arise in the management of their agency and to solve any problems that arise between the members

PERSONAL QUALITIES:

-Students will be responsible for fulfilling their role within the group
-Students will attempt to solve group problems through negotiating and compromise before asking for teacher assistance
-Students will show integrity and honesty in advertising while planning their campaign

ROMANCE ACTIVITIES

For this advertising unit, there are two activities that are appropriate as a way to introduce the unit to the students and give them a general overview of how advertising works and what they will be doing in their project.

ACTIVITY ONE: DOES ADVERTISING WORK?

To begin the unit, have students list at least 5-10 items that they buy that are advertised. Next to each item, have them list where and when they saw the advertisement and briefly describe it. When they are finished with this part, have them rate their items according to the best or most powerful ads using the following scale:

5=MOST POWERFUL; The advertisement heavily influenced my decision to buy the product

4=POWERFUL; The advertisement influenced my decision to buy the product

3=SOMEWHAT POWERFUL; The advertisement may have played a role in my decision to buy the product

2=NOT VERY POWERFUL; I doubt if the advertisement influenced my decision to buy the product

1=NO POWER; The advertisement had nothing to do with my decision to

buy the product

Next, have the students share their rankings and reasons with the class. Discuss how the products advertised affect their lives positively or negatively. For example, what affect does junk food have on health? Shoes on popularity?

ACTIVITY TWO: HOW DO ADVERTISEMENTS WORK?

To begin this activity, introduce the students to the different types of advertisement: TV, radio, billboards, magazines, internet. etc. Ask students to share with the class their favorite commercials and tell why they like and remember them. Next, share with students some of the different approaches advertisements take when trying to influence consumers:

-bandwagon approach- buy our product and you will be just like everyone else; come on, everybody else has one

-social acceptance- if you buy our product, you will fit in and be accepted

-superiority- buy our product and you will be better than other people you know

-sex appeal- buy our product and you will be more attractive and popular with the opposite sex

-appeal to the senses- doesn't our product look, smell, or taste delicious?

-personal improvement- buy our product and you will become a better person

-testimonials- buy our product and you will look, act , or perform like the person who is endorsing it

After going through the approaches, have the students decide how their favorite advertisements appeal to consumers and how affective they are.

CULMINATING ACTIVITY

For the culminating activity, each group will present their advertising campaign to the "Company Executive" (the teacher). They will be responsible for presenting:

-the product design
-a billboard advertisement
-a magazine advertisement
-a radio commercial
-a TV commercial

The style and order of presentation can be determined by the individual groups. Organization and professionalism will be stressed. The students will be graded using the "Company Executive Rating Form" which the students will be able to see before the presentations occur so they will know their expectations. They will be graded on each of the types of advertisements and on their ability to work together as a group. The teacher should videotape the TV commercials and record the radio commercials so they can be played back to the students when the presentations are completed.

ADVERTISING UNIT- 8TH GRADE

STEP ONE: Introducing Commercials And The Way They Appeal To Consumers

Activity One: Does Advertising Work? (See Romance Activities on the Objectives Sheet)

Activity Two: How Do Advertisements Work? (See Romance Activities on the Objectives Sheet)

Activity Three (optional): Advertisement Bulletin Boards

To reinforce the concept of the different approaches to advertisements, have students bring in magazine advertisements for a variety of products. Divide a large piece of bulletin board paper into categories and label each one as one of the advertisement approaches discussed in the "How Do Advertisements Work?" Activity. Discuss the advertisements and decide which category the advertisements best fit in and display it in that category.

Activity Four (optional): Name That Product

To help students realize how a catchy slogan can help to sell a product, have the students (in small groups) play the game *"What Is The Product?"* For this game, the students will be given a sheet of paper with many different product slogans listed. They need to determine what the product is when given only the slogan. A time limit may be set to increase the challenge of the game. (See the RESOURCES section of this unit for a copy of the game.)

STEP TWO: Setting Up The Advertising Agency

1. Prior to establishing advertising agencies, students must first be divided into cooperative groups. With a unit like this, it works best to mix the groups in terms of abilities and interest. These groups should be teacher selected.

2. After groups are established, hand out the "Product Advertisement Project Guidelines" packet to each group. (See the RESOURCES section for a copy of the guidelines.) Identify and discuss with the class the four main tasks of their advertising agency:

-Selecting a product name and package design
-Establishing an advertising campaign theme
-Separating the jobs within the agency
    -AGENCY DIRECTOR
    -ART SUPERVISOR
    -CHIEF COPYWRITER

-RADIO/TV PRODUCTION COORDINATOR

**It is important to differentiate between these roles and the roles that all group members have within the agency as listed in the project guidelines.*

3. After the groups are established and the project guidelines have been discussed, the next step is to decide on a product to advertise. The four products that are available in this unit to advertise are:

-bubble gum
-toothpaste
-tennis shoes
-hand held video game

**Each product has a product contract information sheet which provides information on the product such as the price and a brief description of it. Each contract sheet also details the requirements of the advertising agency for the campaign. (See the RESOURCES section for copies of these information sheets)*

Ways that the products can be assigned to the groups are:

-introduce all four products and let each group choose their own product
-introduce all four products and let the class vote on the one product the groups will design campaigns for
-randomly assign products to the individual groups or classes

4. To keep track of daily progress in the groups, each group should be given an "Agency Director Organization Form" (See RESOURCES section of the unit for a copy of the form.) Once students receive their Product Contract Information Sheets and begin to fulfill their requirements listed on it, they will record their daily accomplishments on this sheet.

STEP THREE: The Product

Once the products are assigned, the "agencies" will need to consider how to market the product. It is important to stress the necessity for cooperation among the members. It is also a good time to discuss negotiating and compromising to keep good group harmonics.

For their product, the students will need to:

-decide on a target audience for the product and the campaign
-design the look of the product and the package for the best marketability
-decide on a central theme for all the advertisements they will be creating

STEP FOUR: The Campaign

To begin, the students should be made aware of the four main types of advertisements (billboards, radio commercials, TV commercials, and magazine advertisements) The class should discuss the positive and negative aspects of each type and the different techniques that are used in each. For example, radio commercials rely on creative dialogue to sell the product while TV commercials rely on eye-catching images along with dialogue.

The criteria that the students will be graded on are:

BILLBOARDS: Theme, slogan, artwork, and overall appeal

MAGAZINE ADVERTISEMENT: Theme, copy, artwork, and overall appeal

RADIO COMMERCIAL: Theme, copy, production, and overall appeal

TELEVISION COMMERCIAL: Theme, copy, artwork, production, acting, and overall appeal

GROUP WORK: Ability to work together, and the amount of class time spent on task

STEP FIVE: Agency Income

Each group should be given an "Agency Income Form" . The starting income for each group is $1000.00, and the amount should be recorded on the form.

Each class period, the groups will be given an opportunity to draw a "fate card" for their agency. The fate cards will contain opportunities for the agencies to "earn" or "lose" income. There should be an equal mix of positive and negative fate cards. Some cards can contain optional opportunities while others may contain mandatory ones with monetary penalties for failure to complete the assigned task. Some examples of possible fates are:

"Your agency is given an opportunity to earn $200-$500 for creating a catchy new slogan for "LITE LIME SODA" The teacher will determine the amount of money your agency will earn. You will have 1 day to complete this task. No penalty for failure to do so."

"Your agency showed a 10% increase in productivity last quarter. You earned a $1000 bonus."

"Your group will be awarded $100 for each commercial you watch tonight. In order to earn the money, you must briefly describe the commercial and tell how it tries to persuade the consumer to buy the product."

"Your agency failed to file the tax records on time. You are fined $250."

"A bookkeeping error was discovered. Subtract $400 from your income."

* There are many situations which can appear on the fate cards for the class. The teacher can create the fates and the dollar amounts to reflect real-life work experiences.

This income can also be used to "reward" or "punish" agencies throughout the unit. Groups working especially well together on a particular day can be awarded a "bonus" while groups having trouble staying on task can be "fined". This activity does not affect their grade, but some type of reward can be given to those groups achieving the highest income at the end of the unit.

Student agencies should keep a daily running balance of their agency income on the form.

STEP SIX: The Final Presentation

See "Culminating Activity" on the Objectives Sheet

ADDITIONAL ACTIVITIES (OPTIONAL)

1. At the end of the unit, present the magazine advertisements from each agency to other classes or grades. Have them "vote" on which advertisements have the strongest appeal or influence. Present the findings to the agencies and discuss why some might have had more influence than others.

2. Have a business owner (large or small business) come into the classroom and describe the role advertising plays in their business. They can discuss the types of advertising they use and the effectiveness of it.

3. Have students research the requirements a person needs to be employed in the advertising business. They can also research the variety of jobs found in advertising.

4. Have an advertising executive (or someone in the advertising business) come into the classroom and discuss what it is like to work in advertising.

5. Have the students create a small advertising campaign to sell something from their school to the community. They can "sell" the school newspaper or upcoming event such as a concert or a sporting event. Have them check the effectiveness of the campaign. For example, how many more papers were sold after they designed the campaign than before?

ADVERTISING UNIT RESOURCES

PRODUCTION CONTRACT INFORMATION SHEET #1

General Chew, the nation's leading gum producer for more than 50 years, is ready to announce a new line of bubble gum. This gum has undergone research and development for more than three years. It has been tested, refined, and refined again and again until General Chew believes it has developed the ultimate bubble gum. Unlike any gum that any company has ever developed before, the gum has astounded scientists during testing. It holds its flavor 50% longer than any other gum on the market. Tests also showed that the gum consistently produced larger bubbles for a longer period of time than any other gum. The point, however, that really sets General Chew's new gum off from the rest of the bubble gum on the market is the fact that it comes in four delicious, juicy flavors, and four colors. Of course, there is the traditional bubble gum flavor in shocking pink. There is also luscious lemon in dazzling yellow, outrageous orange in brilliant orange, and tantalizing strawberry in vibrant red. General Chew hopes that these new flavors plus the long-lasting flavor will mean rising new sales. The gum will cost **25 cents** for a package of four large, individually wrapped pieces.

Before you can begin work on the contract, you must:

1. Name your agency
2. "Hire" people for the various positions

The contract requires the advertising agency to:

1. name the product
2. design the package that the product will come in
3. design a billboard advertisement
4. design a full-page color magazine ad
5. produce a 30-second radio commercial
6. produce a 30- to 60-second TV commercial

PRODUCTION CONTRACT INFORMATION SHEET #2

Health Care Products Incorporated (HCP) has just announced a new line of toothpastes for the whole family. The new toothpastes are designed to get people to want to brush their teeth and to brush them longer. To meet this need HCP has developed a line of multi-flavored toothpastes. The line includes these flavors: traditional, green mint, fresh strawberry, tangy raspberry, sparkling lemon lime, and sunny peach. These new flavors have gone through extensive testing and refinement to guarantee that the toothpastes help prevent cavities, were enjoyable to use, and left no unpleasant aftertaste. The tests showed that the average person using a conventional toothpaste brushed his or her teeth for one minute and 20 seconds, but the people using the new HCP multi-flavored toothpastes brushed for an average of two minutes and 15 seconds –almost twice as long. Some of the comments from the people participating in the test included, "Greatest tasting toothpaste ever!"... "I couldn't believe it was a toothpaste. It tasted too good to be true"... "Hope it cleans and protects as well as it tastes"... It's hard to get the kids to stop brushing with this new toothpaste. What a miracle!" The toothpaste comes in three sizes: **regular,** 98 cents; **large,** $1.49; and **economy size,** $1.98.

Before you can begin work on the contract, you must:

1. Name your agency
2. "Hire" people for the various positions

The contract requires the advertising agency to:

1. name the new toothpaste
2. design the packaging for the toothpaste
3. design a color billboard
4. design a full-page magazine advertisement
5. develop a 30-second radio commercial
6. develop a 30- to 60-second TV commercial

PRODUCTION CONTRACT INFORMATION
SHEET #3

The Atlas Shoe Company is announcing its new all-purpose shoe, the *ultima*. Atlas is one of the oldest show companies in the country, but during the past ten years they have fallen behind the industry leaders in the sport shoe market. The *ultima* is the attempt to capture a bigger portion of the market. The *ultima* is a tennis shoe that has taken all of the best design features of traditional tennis shoes, basketball shoes, and running shoes and combined them into one shoe. Atlas believes that no matter what activities you have planned for the day, the *ultima* should be your shoe of choice.

Made of a special new synthetic material that is almost indestructible, the shoe comes in both men's and women's styles, each available in three models: low-cuts, mid-cuts, and high-cuts. In addition, all three models have a unique patent designed lacing system. This system allows the user to lace the shoe differently depending on the activity they plan to participate in.

The shoe comes in numerous colors. The pricing of the three models are $69.95, $74.95 and $79.95. While these prices are less than many top-line models from their competitors, Atlas wants these shoes promoted as the shoe that many young people will want in their closets.

The specific market which Atlas wants to concentrate on is the high school and college age person who wishes to promote an image of himself or herself as an athlete.

Before you can begin work on the contract, you must:

1. **Name your agency**
2. **"Hire" people for the various positions**

The contract with Atlas requires the advertising agency to:

1. **identify three super-star athletes from three different sports who will endorse the *ultima***
2. **develop an artistic view of the *ultima* which can be included in advertising**
3. **develop a full page ad for *Sports Plus* magazine**
4. **develop a billboard ad**
5. **develop a 30-second radio commercial**
6. **develop a 30- to 60-second TV commercial**

PRODUCTION CONTRACT INFORMATION SHEET #4

Gameland will soon be selling its fantastic all new hand-held electronic game *the Companion*. Gameland has been a major developer of electronic games for more than 10 years. It has spent more than three years developing and testing *the Companion*. This latest development is Gameland's attempt to gain the advantage in the hand-held market. This electronic game comes with a package of six adventure games and has a 4x6 high resolution screen.

Unlike other hand-held electronic games, *the Companion* displays on it 3x4 inch screen television quality graphics and animation. The high-speed color processing and animation allows the characters in *the Companion's* games to appear even more realistic than the 16-byte home games that are on the market. The game's screen is covered with a special optical 3-D magnification system that makes the small screen actually appear three times larger when held a mere 14 inches from the player.

In addition to the traditional action and adventure types of games that have been popular in the electronic game industry, Gameland is also offering sophisticated educational games. Among the first educational games available for the system will be a series of math-oriented adventure games and both United States and world history games. Altogether, Gameland has more than 50 games already developed and promises to have at least 100 more in the next year. These games range in price from $14.95 to $29.95.

Another advantage of *the Companion* is that it comes with a series of adapters that allow the user to use not only *the Companion* games but also games from other electronic systems such as Game Boy.

The price of *the Companion* with its 3-D magnifying screen, adapters, game cartridge, and handy carrying wallet is $89.95.

Before you can begin work on the contract you must:

1. Name your agency
2. "Hire" people for the various positions

The contract with Gameland calls for the agency to develop:

1. a design of *the Companion* to be used for advertising
2. a magazine ad to promote *the Companion* as the ultimate hand-held electronic adventure system
3. a magazine ad promoting *the Companion* as the perfect home educational system
4. a color billboard ad
5. a 30-second radio commercial
6. a 30 to 60-second television commercial

MAGAZINE AD DESIGN FORM

*Name of Agency*_____

*Product Name*_____

Use the space below to design a magazine advertisement. This form is to be used for your first draft of the advertisement. In designing magazine advertisements, keep several things in mind:

1. You must get the customer's attention before he/she will read the ad; therefore, you must have something to grab the reader's attention.
2. Make sure the theme is clear.
3. Remember the importance of color in your work.
4. Use one of more of the "secrets" of selling.
5. Write copy for those people whom you expect to read the ad.

PRODUCT ADVERTISEMENT PROJECT GUIDELINES

In order to succeed on this project, you must combine all your group members' energy and abilities and focus your attention upon the four tasks at hand. The four tasks that your group must successfully complete are:

PRODUCT NAME

Before you can sell a product, you need to have a name for it. The first thing that your group must do is to name the product. Think of names of popular products, think of the product itself, think of the people who are going to be buying the product, and then choose the most creative, ingenious, salable name you can!!

THEME

The next step is to create a theme for the whole campaign. For example, Avis-Rent-A-Car spent millions claiming that because it was #2, it tried harder. The 7-UP company developed a highly successful campaign based on the Uncola theme. Another soft drink had a kiss of lemon and a kiss of lime theme. A few years ago car companies used a power theme, but now they stress greater gas mileage. Other examples of themes are: *We're #1...We give the best service...Ours is faster...Ours lasts longer...Ours is bigger...Ours is smaller...*

SEPARATE JOBS

Task three requires agency members to do different jobs. Artistic individuals design packages, draw billboards, lay out a magazine ad, and design scenery for TV commercials. Writers write witty slogans, clever magazine copy, and tight scripts for radio and TV commercials. If you are more engineer than artist, you work on the

production crews that tape and produce radio and TV commercials. Readers, actors, and actresses will be needed for the commercials. Obviously, a full ad campaign means more jobs than the number of students in your agency. Therefore, everyone will have several jobs to do throughout this activity. **It will not be a success unless you all work together to make it one!!**

PRESENTATION

After the agencies complete their ad campaigns, the real competition begins. Only one account will be awarded for each product. Each agency presents its campaign "selling" the work it has done. The presentation and final ad campaigns will be graded. The agency that scores the most points for each product will be awarded the campaign and will receive a "special prize".

GOOD LUCK AND WORK HARD!!

ROLES

AGENCY DIRECTOR-

You are in charge of the agency, all its workers, and all its work. You lead staff meetings, make final decisions after discussion with your assistants, insure that all employees understand their jobs, supervise all work, make sure everyone is doing his/her job, and help anyone who is having trouble or is behind or otherwise needs help. Being agency director is a huge responsibility, and if done right, it requires twice as much work as any other job, but you have the satisfaction of being the boss and taking final credit for the success or failure of the final ad package.

ART SUPERVISOR-

You are in charge of all art work for the advertising campaign. Since most ad campaigns are largely art, this means you will have a great deal of work to do. Other artists will work for you, doing much of the actual art work, but you must supervise this work, check to make sure it is done

correctly, and is on time. Thus, you must not only be an artist; you must also be a leader and supervisor.

CHIEF COPYWRITER-

While most advertising relies on considerable art and layout work, the written or spoken language in all ads is very important. You will have to write the copy for a billboard, a magazine ad, a TV commercial, and a radio commercial. This total may only be a few hundred words, but the words must be the right words. You must be very creative and willing to write the same sentence or commercial over many times to get it just right.

RADIO/TV PRODUCTION COORDINATOR-

You are in charge of producing both a radio and TV commercial. You have to work with the art supervisor and chief copywriter to make sure that all materials are ready on time. You have to arrange for the equipment needed for the radio and TV ads. You are in charge of setting up the commercials for the final presentation.

ROLES THAT <u>EVERYONE</u> PLAYS-

Writers- Everyone works together to help the chief copywriter come up with ideas for slogans and ad copy.

Artists- Everyone assists the art supervisor in preparing all art for the ads and helps make the scenery for a commercial for design art work for a billboard or magazine advertisement.

Production assistants- Everyone assists the radio/TV production coordinator in preparing the radio and TV commercials.

Actors/Actresses- *Everyone plays a part in the radio and TV commercials.*

This agency is a team effort. You will not succeed if you do not work together!!

AGENCY 32

AGENCY DIRECTOR ORGANIZATION FORM

Name of Agency: _____

Your name: _____

Directions: Each agency director fills out two copies of this form before the agency begins working and gives one copy to the teacher. Daily the director should a) check the progress made by the person in charge, and b) note that progress under the Daily Check List column.

When checking the progress of the students working on their individual assignments, it might be helpful to use a symbol to denote progress. Examples: **NS** = project not started; **P** = project in progress; **NP** = no progress made today on project; **PF** = project finished.

Job	Persons working on this job (place a * by person in charge)	Daily Check List									
		1	2	3	4	5	6	7	8	9	10
Product name											
Product package											
Product theme											
Product slogan											
Coordinator Billboard											
Art Work for Billboard											
Copy for Billboard											
Coordinator Mag. Ad											
Art Work for Mag. Ad											
Copy for Mag. Ad											
Coordinator Radio											
Copy for Radio											
Readers for Radio											
Production Radio											
Coordinator TV											
Copy for TV											
Art Work for TV											
Acting for TV											
Production for TV											

AGENCY 28

AGENCY INCOME FORM

Name of agency: _____

Date	Type of Assignment	Income	Loss	Balance

Type of Assignment Write a brief, 2-4 word description (e.g., billboard art work, radio slogan, fate card).

Income Your teacher will award you a monetary grade for most assignments that you complete and turn in. This grade may be in place of regular class grades or in addition to them. Thus, since all work adds income to the agency, everyone should complete all assignments. Also, fate cards will be drawn daily once the agencies have been formed; these cards add income or cause loss.

Loss Your agency may lose money in several ways: a) fate cards; b) penalty for no assignment turned in; c) fines assessed your agency by your teacher because you worked in a disruptive way or you failed to clean up a mess.

Balance Keep a running balance so that you know at all times how much money your agency has. Determine this balance by a) adding the income you made to the last balance, or b) subtracting the loss you received from the last balance.

(2)

COMPANY EXECUTIVE RATING FORM

AGENCY NAME:_____

TYPE OF PRODUCT_____

PRODUCT PACKAGING* **(10 PTS)**_____

*Your evaluation here may be of a drawing of the product rather than its packaging.

BILLBOARD ADVERTISEMENT

Theme **(5 pts)**_____

Slogan **(5 pts)**_____

Art Work **(10 pts)**_____

Overall Appeal **(10 pts)**_____

Total Points (30 possible) _____

MAGAZINE ADVERTISEMENT

Theme **(5 pts)**_____

Copy **(10 pts)**_____

Art Work **(10 pts)**_____

Overall Appeal **(10 pts)**_____ _____

Total points (35 possible)_____

RADIO COMMERCIAL

Theme **(5 pts)**_____

Copy **(10 pts)**_____

Production **(10 pts)**_____

Overall appeal **(10 pts)**_____

Total Points (35 possible)_____

WHAT IS THE PRODUCT?

1. You've Got The Right One Baby, Uh Huh!
2. Good To The Last Drop
3. Just Do It!!
4. Just For The Taste Of It
5. We Treat You Right
6. Because It Tastes So Good!
7. I Love What You Do For Me
8. Breakfast Of Champions
9. Kid Tested, Mother Approved
10. Once You Pop, You Can't Stop
11. No One Can Eat Just One
12. They're GRReat
13. Squeezably Soft
14. Make A Run For The Border
15. Gotta Have It!
16. It's Not Your Ordinary Ice Cream
17. The Frosty Mug Taste
18. The Uncola
19. The Best Part Of Waking Up
20. When You Care Enough To Send The Very Best
21. Get Vertical
22. Taste A Rainbow Of Fruit Flavors
23. The Milk Chocolate Melts In Your Mouth, Not In Your Hands
24. Big On Chocolate, Not On Fat
25. It's What's For Dinner

26. Strong Enough For A Man, PH Balanced For A Woman
27. For All Your 2000 Body Parts
28. It Takes Grease Out Of Your Way
29. The Quicker Picker Upper
30. Softens Your Hands While You Do The Dishes
31. Two Scoops Of Raisins
32. Made From The Best Stuff On Earth
33. It Does A Body Good
34. Must See TV
35. Nice Pants
36. Don't Leave Home Without It

Integrated Science Curriculum
School-to-Work

Unit Topic:

Climates of the United States

by:
Beth Peterson

Integrating School -to-Work in the Science Curriculum

Climates of the United States

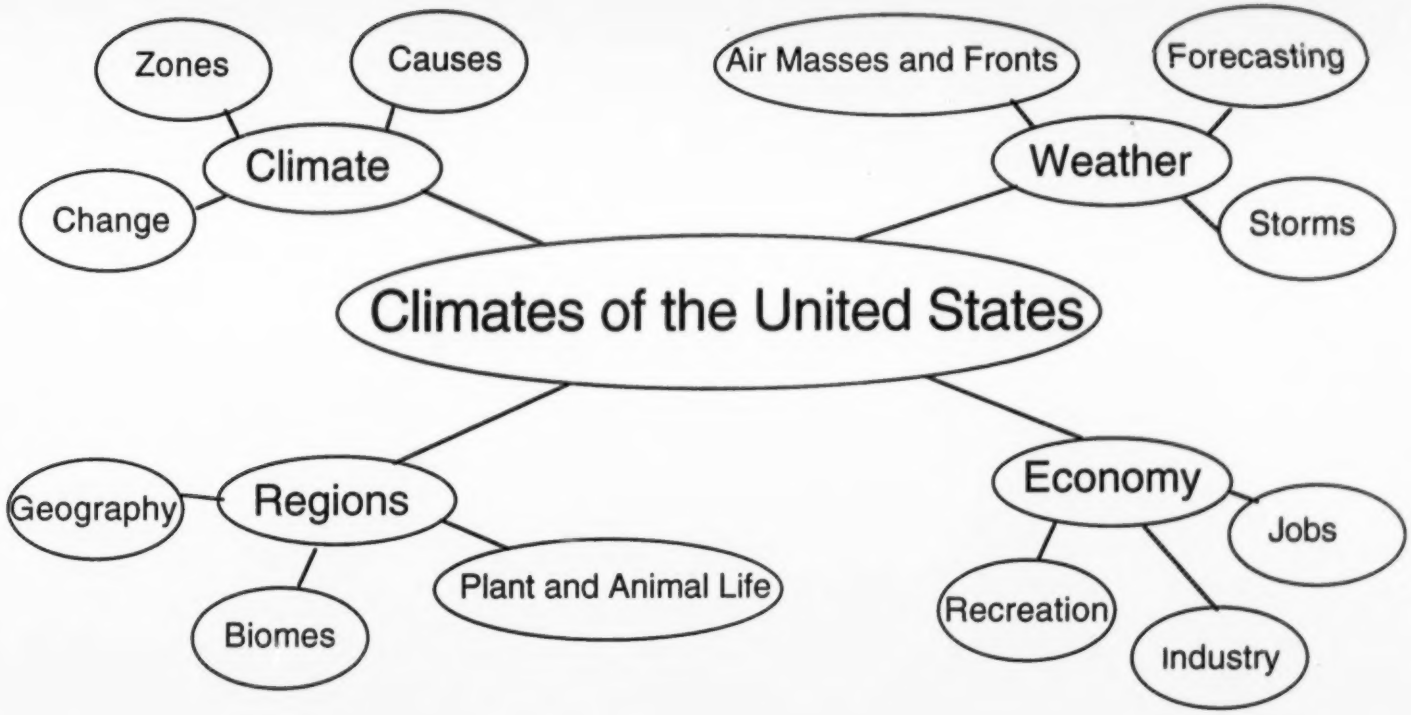
Unifying Instructional Objectives

Links between the SCANS report and the Wisconsin DPI Science standards.

Students will:

1. Acquire science information.
2. Develop critical thinking skills using problem solving strategies.
3. Apply scientific knowledge to specific tasks.
4. Utilize available resources.
5. Practice basic skills of reading, writing, math, speaking and listening.
6. Develop interpersonal skills through cooperative learning.
7. Analyze natural and social systems.
8. Promote personal qualities thru academic and social expectations.

Integrated Science Curriculum
Concept Map



Romance Activity:
Story Time

Instructional Objectives:

Introduce Natural Phenomena as related to weather and climate.

Assess students prior knowledge of climate and weather.

Assess students areas of interest or concerns regarding weather and climate.

Behavioral Objectives:

Students will use effective listening skills.

Students will formulate hypothesis.

Students will communicate interests and concerns.

Procedure:

1. Read outloud to class excerpts from "It's Raining Frogs and Fishes."
2. Have students write on 3x5 cards a plausible hypothesis for the natural phenomena related in the story.
3. Discuss all reasonable hypotheses.
4. Repeat step number two for questions, concerns and/or interest relating to climate and weather.
5. Address concerns, previewing what will be studied in unit.

Outline of Suggested Activities
based on Subconcepts of Thematic Web

** Workplace Competencies and Foundation Skills are italicized.*

I. Weather

A. Air Masses and Fronts

Activity One: *Interpersonal skills and technology skills*

Finding Indoor Air Masses

Ask students to use thermometers to locate sharp temperature differences in the air indoors. Record temperatures. Use colored yarn to outline the various boundaries of the air masses. Use scientific explanations to discuss the various temperature zones.

Activity Two: *Understanding Systems*

Weather Systems in Motion
Video

The video explores the ingredients that produce weather in the middle latitudes. Discuss why weather systems in the United States generally move from east to west. Group's of students will use various resources to compare the previous days weather in areas west of their location to their locations current weather conditions.

B. Forecasting the Weather

Activity One: *Math skills and interpreting data*

Interpreting Weather Maps

Obtain weather maps for the United States for three to four consecutive days. Create a graph or chart to collect data. Choose locate station models for five different parts of the country. Measure the distance the fronts moved in each area every day. Predict the Weather in the various cities for the next day.

Activity Two: *Apply technology to weather phenomena*

Jigsaw Weather Experiments

Students will work in small groups to explore the scientific events behind weather phenomena. Each group of students will get a short experiment to perform. Students will then make connections between their experiment and weather and report on their findings to the class in a creative and thorough presentation.

Experiments from VanCleave's Earth Science for Every Kid include:

Barometer	Cloud Watcher	Wet Bulb
Soggy	Low Pressure	Tornado
MicroBolt	Bangs	Bigger

Activity Three: *Utilize computer technology to acquire information*

Internet Weather Search

Visit these sites to research specific weather questions not previously addressed. Each student should formulate at least two questions before they visit weather sites. Write a report including the answer to question, include scientific theory behind phenomena.

Sites:

Dan's Wild Weather Page
http://www.whnt19.com/kidwx/

The Weather Channel
http://www.weather.com/weather/maps/

The Best of the Rest Weather Sites
http://www.ncdc.noaa.gov/weathers.html

C. Storms

Activity One: *Communication skills, writing skills*

Report on Natural Disasters

Students will choose a specific natural disaster and report on it either through oral presentation, written report, posters, video, or other of their choice. (If written, each student will get a copy).

Activity Two: *Interpersonal skills*

Storm Safety

Teams of students will create posters for the school regarding storm safety. This will be done to increase environmental awareness. The various storms that could be covered my vary according to locality, but they may include thunderstorms, tornadoes, hurricanes, blizzards, or heat emergencies. Posters must include scientific explanation for safety concerns.

Activity Three: *Reading skills*

To Build A Fire

Students will read Jack London's short story. A class discussion will follow regarding the climate, weather and location of the story, as well as what the students would do if they were in the main characters predicament.

II. Climate

A. Causes

Activity One: *Math skills and organization skills*

Graphing Climate Information

Students will work independently to investigate how temperature and precipitation data are used to classify climates across the United States. Using different colored writing utensils, students will plot monthly average

precipitation of three different locations in the United States. Do the same thing for temperature on a different graph. From data, infer the climate zone for each area. Determine factors that help to produce the differences between various cities.

Activity Two: *Acquiring and evaluating information*

Land, Water Climate

Students will investigate the affect bodies of water have on climate. For example Cape Cod has a much milder climate than areas further inland. They will work off of the hypothesis that if water and soil are heated or cooled , the soil temperature will change faster than the water. This experiment can been found in Earth Science, the Challenge of Discovery.

B. Zones
Activity One: *Thinking Skills*

Investigating Differences in Climate

Students will investigate climate patterns of an imaginary continent by connecting similar climate ratios between temperature and precipitation. Activity is found in Exploring Earth's Weather.

Activity Two: *Personal Qualities, technology skills, organizing and maintaining information, interpersonal skills*

Terrestrial Seasonal Analysis

Groups of students will select an area within walking distance of the school to keep track of the seasonal changes. At the beginning of each week of the unit, students will collect data from their location, recording the following information: season, sky condition, date, time, wind temp, precipitation, quality and quantity of plants and animals.

Activity Three: *Utilizing Technology and Resources*

Satellite Maps

Students will use satellite images to determine weather and climate patterns across the United States. Image can be found at Satellite Map of Weather/Climate Patterns http://cobweb.washcoll.edu/student.pages/mindiekapten/tk/resources/requests/daverussell.html.

C. Change
Activity One: *Interpret information*

Rainfall and the Forest

Project Wild Activity in which students will correlate rainfall data with communities, correlate vegetative communities with animal life and under stand that populations and the fluctuations of those populations are influenced by ever-changing climatic conditions.

Activity Two: *Speaking and thinking skills*

Adaptation and Extinction

Use discussion format to emphasize ideas of effects of change on plant and animal life, include the natural factors of climate change: continental drifting, the sun's energy and the Earth's position relative to the sun.

III. Regions
A. Geography
Activity One: *Thinking Skills*

Picture Connections

Have students bring in a variety of pictures (magazines, postcards, photos) showing various climates. Find their climate location and discuss the related climate zone, region, and land biome.

B. Biomes

Activity One: *Use resources, interpersonal skills, understanding system, personal qualities*

Classroom Terrarium

Setup four different classroom terrariums: desert, woodland, bog, and semi-aquatic. Groups of students will be responsible for maintaining and reporting on the condition of their terrarium.

Activity Two: *Acquiring, evaluating and interpreting data*

Comparing Climate Regions and Biomes

Students will use climate information to determine biomes of the United States. Activity from Exploring Earth's Weather.

C. Plant and Animal Life

Activity One: *Acquiring information , understanding systems*

Who Lives Here?

Project Wild Activity were students will identify some native and non native animal inhabitants of their areas and other areas of the United States.

Activity Two: *Organization*

Discovering Biomes

Students will classify some of the plants and animals that live in the major land biomes of the United States. Activity found in Exploring Earth's Weather.

Activity Three: *Basic and Thinking Skills*

Adaptations of Plants in Different Biomes

In this investigation, students will explore how plants are adapted to the abiotic factors in their environment. Activity from Exploring Earth's Weather.

IV. Economy

A. Recreation

Activity One: *Interpretting Information, Writing skills*

Where Should I Live?

Students will write a report on where they want to live based on climate factors which effect life style in various regions.

B. Industry

Activity One: *Resources, interpersonal skills, information*

Tourism

Students will be assigned a climate region. They will create a travel brochure luring vacationers to their climate based on the benefits of the conditions in that locality.

Activity Two: *Interpreting information, reading, thinking skills*

Smart Designs

Read journal article, "Zones, Smart Designs that Work With Their Climate." Discuss climatic reasons behind architectural design of buildings based on their climate region.

C. Jobs

Activity: *Technology and system understanding*

Internet Search

Students will search the internet for employment lists based on regions of the United States. They will try to locate jobs that may be indicative of climate conditions. Students will report on their findings in a mode of their choice.

Culminating Activity:
Field Trip to Baraboo
Hike at Devil's Lake

Instructional Objectives:

Illustrate real evidence for climatic change.

Show examples of land biomes, including vegetation and animal variation.

Behavioral Objectives:

Collect data from observations and measurements.

Infer reasons for vegetative and animal diversity in climatic zones.

Participate in physical education thru outdoor education.

Procedure:

1. Do preparatory exercises of trip. Include what they will see and the scientific reasons why the Baraboo Syncline and its diversity exist.

2. Students will be assigned a variety of data collection responsibilities for the trip to include:
   - Temperature
   - Humidity
   - Vegetation
   - Animal observation
   - Soil composition

3. Compile data and distribute to each student. Small groups of students will present product of trip. (posters, oral or written reports, or other mode of students choice)

Resources

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Integrated / School-to-Work Unit: Oregon Trail Simulation

Erich J. Utrie

This submitted unit is a revision of one that was used with eighth grade students at Platteville Middle School last year. The major change will center around the identification and development of the "Workplace Know-How" skills (SCANS, 1992). These skills are identified in capital letters and bold print after each activity.

Materials needed: attached activities, CD-R0M *Oregon Trail II*, Macintosh computer, image projector

Unit Outline: 2-3 weeks (10-15 class periods)

1. Unifying Objectives or Questions:
   A. For students to experience the many challenges and decisions settlers had to make on their trip to Oregon in the 1840's.
   B. The students will be able to develop a historical perspective by comparing challenges in their life to the challenges faced by people traveling the Oregon Trail.
   C. To reinforce and develop the Workplace Know-How skills that are necessary to succeed in the "real world."
   D. The students will construct an Oregon Trail Diary in narrative style describing a fictional journey on the trail.

2. Romance Activity:
   A. The students will view a fifteen minute video and the introduction to the computer simulation. Review questions will be discussed and students will be asked to compare challenges in the video to personal challenges they have faced. BS/INF

3. Activities:

A. An introductory reading, "The Journey to Oregon" will be assigned in addition to three reading review questions. Class discussion will center around the main points of the reading, and student responses to the question, "What modern invention would YOU take on the Oregon Trail?" BS/TS

B. Students will elect their Wagon Train Council that will make certain crucial decisions during the simulation. After the Council is elected, it will allocate money to the five student groups to spend on certain types of supplies. R/INT/INF/BS

C. Students will be instructed on how to take notes while on their journey. Council members will run the computer first and then randomly chosen students. The students will stop the simulation at teacher predetermined sites to record information and discuss the options before them. The democratic method will determine what course of action to take.
BS/TS/R/INT/TECH

4. Culminating Activity:

A. The students will be asked to share their favorite times and hardships that were experienced on the Oregon Trail.

B. The students will have one week to construct a historically accurate Oregon Trail diary. Specific guidelines will be given to students in verbal and written form. INF/BS/TS

Video: Packin' up and moving west!

Name_____
Period___
Favorite Girl Scout cookie_____

1. Give at least three examples of a good that settlers traded for before their journey.
   1.
   2.
   3.

2. List two reasons why some people wanted to travel to Oregon or California. (examples of individual stories)
   1.

   2.

3. The leader of the wagon train was know^as the_____

_____.

4. The trip westward was around_____miles. Some people_____the whole way!

5. One of the main rivers people followed was the _____.

6. Guidebooks and maps gave all the exact information that the settlers needed----> True or False

7. Who was most likely to die first on the trail?
   A.
   B.

8. List the many obstacles that people faced on the Oregon Trail.

1 The Journey to Oregon

Jesse Applegate traveled from Missouri to Oregon in 1843. Thirty years later, he wrote an account of the Oregon pioneers and some of the hardships they faced.

In the year 1843, the migration of a large body of men, women, and children across the continent to Oregon was strictly an experiment in regard to both numbers of people and animals involved and the equipment of the migrating party. Before that date, two or three missionaries had made the journey on horseback, and three or four wagons drawn by oxen had reached Fort Hall on the Snake River [north of Utah's Great Salt Lake]. It was the honest opinion of those who had traveled down the Snake River that a large number of cattle could not subsist on the scanty pasture available, nor could wagons be taken on so rugged and mountainous a route. The emigrants were also assured that the Sioux probably would resist the passage of so large a body through their country, because of the emigrants destroying and frightening away the buffalo.

The migrating body numbered over 1,000 souls, with about 120 wagons, drawn by six-ox teams, and several thousand loose horses and cattle. The emigrants first attempted to travel in one body. But it was soon discovered that no progress could be made with so cumbersome and undisciplined a body. After crossing "Big Blue" [River], the party divided into two columns. These traveled in supporting distance of each other as far as Independence Rock on the Sweetwater River [the beginning of the Rocky Mountains]. From this point, since all danger from Indians was over, the emigrants separated into smaller parties better suited to the narrow mountain paths and small pastures before them.

Not far from the beautiful scenery of Chimney Rock, we reached the top of a bluff and turned to view the wonderful panorama spread before us. To those who have not been on the Platte, my powers of description are wholly inadequate to convey the vast extent and grandeur of the picture.

That picture, however, in its grandeur and its wonderful mingling of colors and distinctness of detail, is forgotten in contemplation of the American people who give it life and animation. Only they would undertake so great a journey. Only they could successfully perform it with no previous preparation, relying on the fertility of their invention to devise the means to overcome each danger and difficulty.

They have undertaken, with slow-moving oxen, a journey of 2,000 miles. The way lies over trackless wastes, wide and deep rivers, rugged and lofty mountains, and is beset with hostile Indians. Yet, whether it is a deep river, a rugged gorge where a horse can not even pass on its own, or a threatened attack from an enemy, they always are found equal to the occasion and always are conquerors. May we not call them people of destiny?

Here, I would like to pay tribute to that noble and devoted man, Dr. Whitman. From the time he joined us on the Platte until he left us at Fort Hall, his great experience and indomitable energy were of priceless value. His constant advice was "travel, *travel*, TRAVEL,—nothing else will take you to the end of your journey. Nothing is wise that does not help you along. Nothing is good that causes a moment's delay." It is no disparagement to others to say that the emigrants of 1843 are indebted to no one as much as they are to Dr. Marcus Whitman.

Adapted from Jesse Applegate, "A Day with the Cow Column in 1843," *Oregon Historical Quarterly*, Vol. 1 (December, 1900).

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1. According to Applegate, what difficulties did the pioneers face?
2. For what qualities and abilities does Applegate praise the American pioneers?
3. What advice did Marcus Whitman give?

BEST COPY AVAILABLE

Oregon Trail Simulation: Establishing the Council and supplies

Name_____

Period___

NCAA Tournament Champ prediction_____

DIRECTIONS: As your group of settlers gather in Independence, Missouri in 1840, their first order of business is to elect leaders. The winners of this election will be the governing Council for the trip to Oregon. Practicing principles of democracy and leadership, the Council will be called upon to address and solve the many problems the wagon train will inevitably encounter.

_____people need to be elected to lead this wagon train to Oregon. The class will now have a Council election.

Council Members for ____ period's wagon train

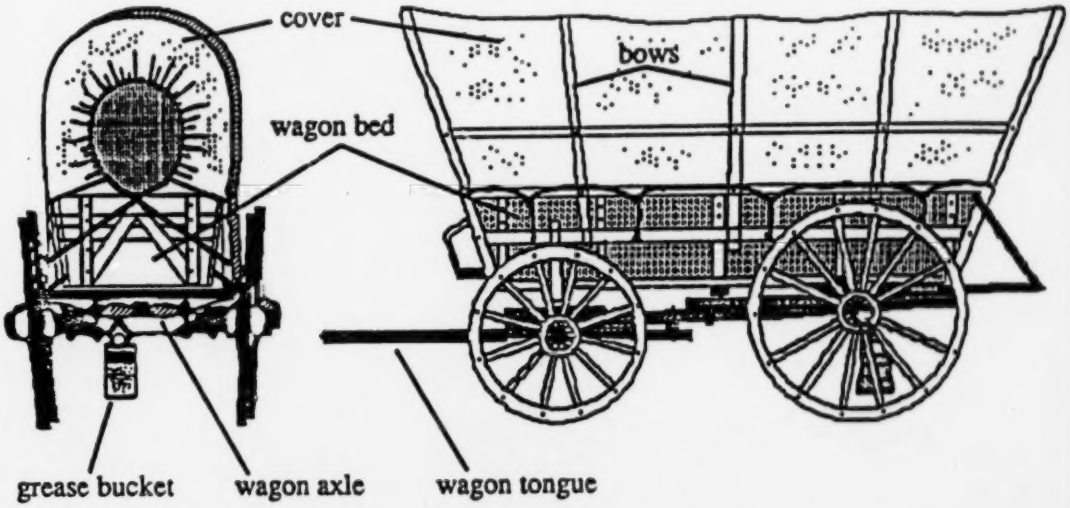
Now that the Council has been elected, groups will now be assigned to decide what supplies should be purchased. The Council will decide what group will be buying what supplies and how much money each group will be allocated.

****Available Income $425.00****

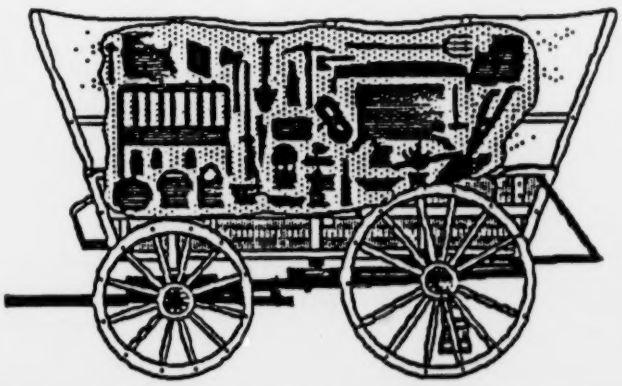
#1 Animals and Clothing: Money allocated $_____

____horse 82.50	____chicken 2.20	____pr. of boots 2.20
____mule 44.50	____milk cow 55.00	____hat 1.08
____ox 12.00	____pig 22.00	____pr. of long underwear .53
____pr. of mittens .65	____blouse .42	____pr. of shoes 1.10
____set of clothing 10.98	____dress 1.63	____pr. of socks .20
____winter coat 10.96	____pants .97	
____winter scarf 1.08	____raincoat 3.17	
____bonnet 1.08	____shirt .49	

"THE PRAIRIE SCHOONER"



What was the function of the wagon tongue? Of the bows? Why would travelers need a grease bucket?



What kinds of supplies can you find in this wagon?

Travelers rarely rode inside covered wagons. Instead, wagons were loaded with several thousand pounds of supplies.

Supplies varied from wagon to wagon, but most included tools (such as axes, shovels, saws, and pitchforks), cooking utensils, blankets, bags of seed (for planting in Oregon), ammunition, strong rope, and, of course, food (mostly canned). People would also often bring furniture and family heirlooms along, but these were frequently left abandoned along the trail in an effort to lighten the load.

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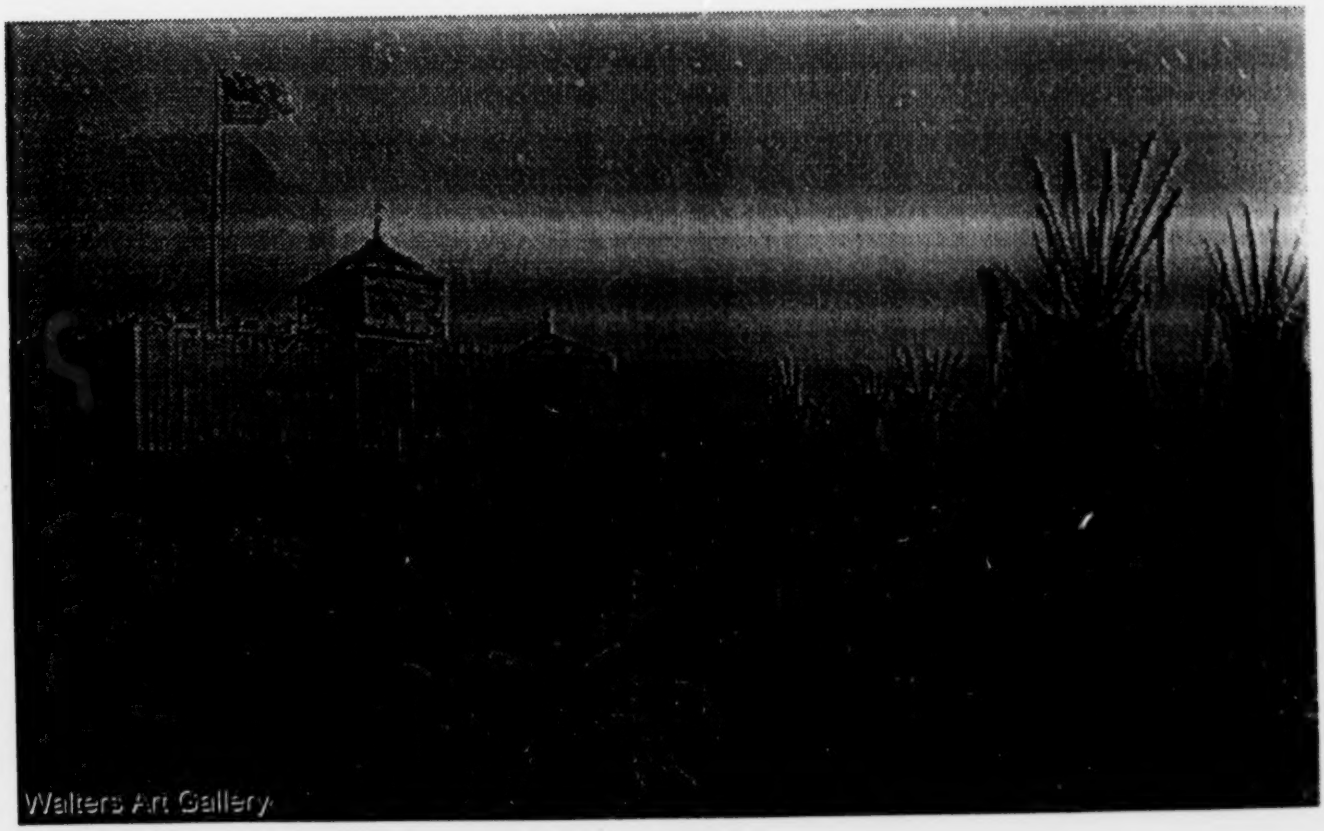
Fort Laramie



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Oregon Trail

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Oregon Trail Simulation: Constructing a Diary

Name_____

Period__

Days until Spring Break_____

DIRECTIONS: The wagon train will be making MANY stops at cities, trading posts, rivers, and other geographical landmarks. Your job is to record the significant information that our wagon train experiences.

The project (test grade - 100 pts.) for this unit will be to construct a realistic Oregon Trail diary. You will be using the information that you record for your diary.

Landmark_____ **Date**_____

Significant event(s):

Information learned about survival:

Landmark_____ **Date**_____

Significant event(s):

Information learned about survival:

Oregon Trail Diary: Guidelines

Due date_____

1. Your goal is to use the information that you've gathered to construct a REALISTIC Oregon Trail diary.

2. You will have to expand upon your notes to "fill in the gaps." Be creative, but keep it as historically accurate as possible!

Notes----> April 30, 1840 Independence Rock
-Guy told us about the river
-caulk wagon if over 2.5 feet
-Judy got the flu
-rested for two days

Diary entry---->

April 30, 1849
Dear Diary,

We stopped at Independence Rock today. What a marvelous sight! I ran into a trapper who told me that it's unsafe to ford a river if it's more than 2.5 feet deep. If we want to keep our supplies safe, we better heed his advice.

Judy got a bad case of the grippe (flu). We had to stop for two days so she could recover. I guess we should consider ourselves lucky; the other wagon train got hit with cholera and lost five people.

I have to go help Father skin the deer.....will write more later.

3. Diaries will be graded on creativity, historical accuracy, grammar, and neatness. The value of this project is 100 test/quiz points.

Any typed diaries will earn a "No Homework" coupon!

Oregon Trail Diary: Evaluation

Name_____

1. **Grammar:**
   - -Is there a number of spelling or punctuation errors?
   - -Are proper nouns capitalized?

   0 5 10 15 20 25

2. **Neatness:**
   - -Does the diary look like it was carefully done?
   - -Are there designs, different fonts, etc. ?
   - -Is the diary easy read?

   0 5 10 15 20

3. **Historical Accuracy and Evidence:**
   - -Were the Oregon Trail notes used in writing the diary?
   - -Does the information presented reflect the 1840's?
   - -Is the diary realistic about life on the trail?

   0 5 10 15 20 25

4. **Creativity:**
   - -Is there evidence of original thought?
   - -Does the writer expand upon the notes?
   - -Is the diary presented in a unique way?

0 5 10 15 20 25 30

Final Score_____**/100 test points**

Teaching Unit for a Required Speech Class: The Job Interview

Shirley Zimmer

Unit for Communications I Class

Careers – Emphasis on Telephone Skills and Preparing for the Job Interview

Rationale

During a 9th grade English unit, all freshmen have the opportunity to be involved in an approximately two-week unit that introduces to them the WCIS career information materials. This is a computer program that allows students to identify their attitudes, aptitudes, and abilities as it applies to school and career choices. After students take an interest inventory, the computer program identifies career paths that most closely reflect the students' interests and abilities. They are then able to further explore information about those careers and the possible schooling that must take place in high school and beyond high school to enable the student to reach those goals.

I am planning on building on that unit in my Communications Class, a class required of all sophomores. The overall emphasis in this class is the development of speaking and listening skills.

Objectives

1. To examine the use of listening and speaking skills in the world of work
2. To practice interviewing skills
3. To review basic telephone skills

Romance Activity

One of the human resource director's at Lands' End of Dodgeville will be invited to speak to the class. She is directly responsible for hiring new employees for this very large company. The teacher will contact her about coming to the class to give suggestions about what students need to know about the job interview. She will also bring along sample letters of application to show to the class.

Activities

1. Students will be expected to keep a journal during this class. One of their initial activities will be to write about what they learned from the freshman career unit.
2. Another initial activity the teacher will expect them to do is to look at some of the careers that they have chosen and identify as many ways as they can think of that will involve speaking and listening in those career choices. The teacher might ask them to share this information with a partner after they have written in their journals about this activity.

3. The students then pick one of the careers of interest, and look for a business, company, or person who is actively involved in the career of their choice.
4. Students will then call this business or person and obtain information about their hiring practices. Each student must try to obtain a letter of application and further information about the methods this company has of informing the public of job openings, and their methods of interviewing, if set policies are in place. Students also will obtain general information about this company and the people it employs.
5. After the class has gotten through the initial introductions of this unit, the teacher could allow the class approximately one week to ten days to make the phone calls, obtain the letter of application, and secure further information about the company.
6. Many students currently have jobs of some type. Each of them will be expected to present a small talk about their current jobs or summer jobs. The emphasis will be on how they applied for the job, if they were interviewed, and what their initial days on the job were like. The emphasis here is the importance of communication skills in any type of job.
7. One of the requirements of the class is that students be involved in at least one public speaking activity away from the speech classroom. This activity might include speaking at church, in another classroom, in 4-H or FFA, or any other public speaking event. One way the students will be able to fulfill this requirement will be to give a career talk to our middle school students. The guidance department has an ongoing career education curriculum, and sophomore speech students should be able to present to those classes the information they have obtained about careers of their choice.
8. Toward the end of the 7-10 days, the teacher will try to obtain younger adults who have recently gone through the hiring process to come to the class. Our school will have four very new teachers who will be in the building this fall. Possibly, a couple of them would be able to speak. Student teachers might be available too. The teacher might contact (or have students contact) college or vocational school students who are currently job hunting. It might be possible to contact the Southwest Technical School in Fennimore, Dick's Supermarkets, and Spring Green Technologies (a brand new company in Livingston) to see if any of them would be willing to and have time to address the class. Once again, the emphasis in their talks will be on the process of initial contact, letters of application, and interviews. Another consideration might be having the superintendent speak to the class about hiring also, since the district hires not only teachers, but janitors, cooks, and bus drivers. These speakers are suggestions. It is wise not to overload the class with too many guest speakers. Three or four individuals would be adequate, but it is wise to find a balance of college-related careers, technical school careers, and on-the-job training types of jobs.
9. Every student will be required to fill out a letter of application for the business or company of their choice. They will be given the opportunity to "invent" schooling, other jobs, and a listing of prior employment. However, the

"employer" will then be allowed to ask questions during the interview about those inventions.

Culminating Activity

Each student will have to role play an interview. Before that happens, the student will have to prepare a document that describes to the "employer" the business in question. The teacher could gather "employers" from teachers who are free that hour, student teachers, teachers who currently teach business, and, if holidays and free time allows, alumni of the school. This "employer" will be given the document prepared by the student, a list of possible generic questions our class has assembled, and the opportunity to ask at least one unexpected question. The students should expect the interview to last about 20 minutes.

The rest of the class will watch, and the teacher will videotape each interview.

Assessment

1. Students will be given a minor grade on their journals. The teacher will look at the journals, but not grade content. If the students have written about their progression in the unit in a regular manner, they will receive an "A", if they have written only the minimum, a "C", and they will receive a failing score only if they hand in nothing.
2. The students will receive participation grades if they present their talk about using communication skills in their current jobs, and other small grades for the telephone call and the letter of application.
3. Prior to the interview and telephone call, students will be given information about how to conduct themselves in both situations. Many speech texts give do's and don't of business telephone calls, and do's and don't's in job hunting and job interviewing. Handouts covering both of these situations are readily available in major texts.
4. The major grade will be the development of information about the company and the actual interview. In addition to the teacher's grade, the "employer" will evaluate, the class will evaluate, and the student will evaluate, based on the videotape.

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